DOCUMENT RESUME

ED 474 938 FL 027 627

AUTHOR	Brigaman, Katie J.
TITLE	The Culturally Diverse Classroom: A Guide for ESL and Mainstream Teachers.
PUB DATE	2002-00-00
NOTE	55p.; Paper presented at the TESOL Convention (2003).
PUB TYPE	Guides - Classroom - Teacher (052) -- Speeches/Meeting Papers (150)
EDRS PRICE	EDRS Price MF01/PC03 Plus Postage.
DESCRIPTORS	Asian Americans; Blacks; Consciousness Raising; *Cultural Awareness; *Cultural Differences; *Diversity (Student); Elementary Secondary Education; English (Second Language); Faculty Development; Hispanic Americans; Immigrants; Limited English Speaking; Reflective Teaching; School Policy; School Role; Student Behavior; *Teacher Attitudes; Whites

ABSTRACT

This handbook is for teachers and administrators involved with international students in English-as-a-Second-Language (ESL) and mainstream settings. It is intended to raise awareness of the new American classroom. It focuses on how to welcome students, how to make adaptations, and where to locate resources and support information. Section 1, "Reflection," asks teachers to reflect on their own beliefs and culture and includes (1) "A Look at American Cultural Beliefs" and (2) "A Survey of European, Asian, African, and Central and South American Cultures." Section 2, "The Role of the School," emphasizes the role of the school, looking at (3) "Ensuring Success," (4) "Behavior," and (5) "Policy." Section 3, "Tools and Resources," contains references and ideas for support in the classroom, including (6) "Professional Development Ideas" and (7) "Further Reading and Useful Websites." The seven appendixes focus on: understanding who one's students are; reflection questions for teachers and curriculum writers, a sample needs assessment, a survey for teachers of international students, multicultural literature, acronyms, and support organizations. The final section presents an annotated bibliography and supporting references. (SM)

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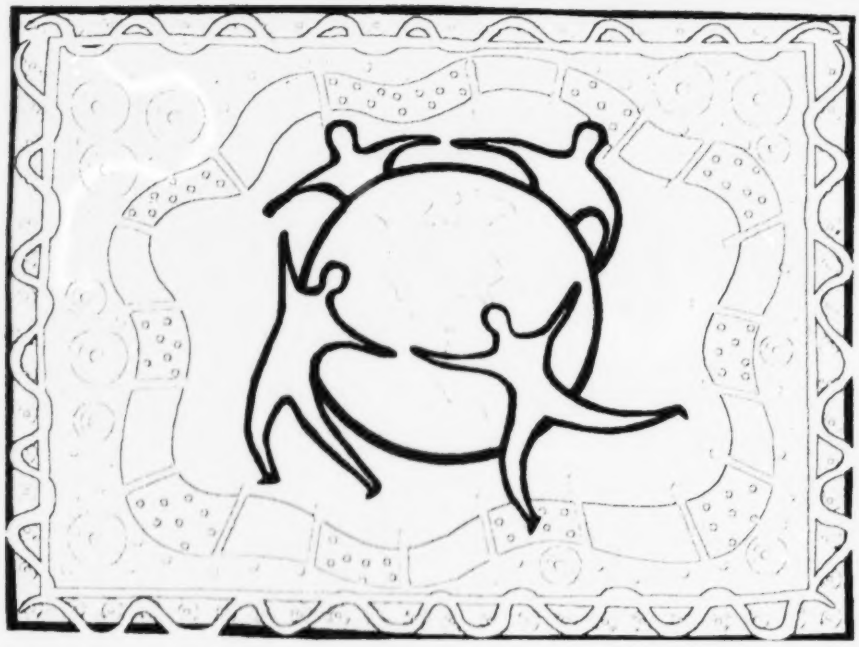
The Culturally Diverse Classroom
A guide for ESL and Mainstream Teachers



Katie J. Brigaman

December 2002

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Preface

This is a handbook for teachers and administrators involved with international students in ESL and mainstream settings. The idea for this handbook stems from recent ESL certification laws passed in May 2002 in the State of Pennsylvania. It is aimed at raising awareness of cultural diversity in the classroom by examining the foundations of the American culture versus the international students' cultures.

The handbook focuses on three areas: how to welcome the student, how to make adaptations, and where to locate resources and support information. Section I asks you to reflect upon your own beliefs and culture. After self-reflection, five contrasting cultures of the world are presented for you to compare reflect upon as well.

Section II emphasizes the role of the school. Issues such as "at-risk" students as well as statistics reveal the urgency of raising awareness about our students' diversity and needs. An example of a cross-cultural *mis*communication is provided to shed light on the delicate relationships we encounter with international students, families, and community members. Teachers, administrators, and support personnel are asked to revise policy and curriculum to ensure the success of *all* students. Section III contains many pages of references and ideas for support in the classroom.

Those of us involved with the education of English Language Learners know the courage and energy needed to provide appropriate educational settings for international students. As professionals, I urge you to share your experiences of teaching international students with your colleagues. *All* educators influence the education of international students. It takes a whole school system to educate a student. Awareness of diversity can lead to better relationships between students, teachers, parents, administrators and the community. Let us work together to educate all of our students to the best of our ability.

PART I: Reflection

"To understand American culture, one must always bear in mind that it developed from the situation of civilized men and women living in a Stone Age wilderness."

John Harman McElroy, *American Beliefs*

CHAPTER 1 Raising awareness of our American culture

Cultural diversity is not a new principle for American schools. Since the beginning of American history, our schools have been infiltrated with students from around the world. The early settlers put their ethnic differences aside and became "American."

Our country is now rich with European, Asian, Middle Eastern, Central and South American, and African cultures. Our schools are filled with generations of American students and international students new to our country. It is our duty, as educators, to respond to these newcomers as we would our American students. This includes academic, social, parental, and community support.

Becoming aware of our own culture is the first step. By understanding our own beliefs, we are able to have a better understanding and appreciate cultural differences. Avoiding miscommunication between internationals and the teachers and administration leads to positive experiences on the part of the students, families, student body, and community.

I have included a list of American cultural beliefs from the book entitled ***American Beliefs*** (1999) by John McElroy. The beliefs are derived from the earliest immigrants to our Eastern shores. The American society grew out of mixed ethnicities to form our United States of America.

LIST OF AMERICAN CULTAURAL BELIEFS[1]

Primary beliefs:
Everyone must work
Persons must benefit from their work
Manual work is respectable

We are a working class society. Most of the American population fits into the middle class that carries our country's success. We are what we do. For example, when we first meet people a common question is "so, what do you do for a living?" Our job says a lot about our person and represents a social status.

Immigrant beliefs:
Improvement is possible
Opportunities must be imagined
Freedom of movement is needed for success

Most move to America for a better life. To most internationals, the United States is the 'land of opportunity.' They look forward to building a better life and career than what they had in their own country. The "American Dream" is still alive to thousands of people around the world.

Frontier beliefs:
What has to be done will teach you how to do it
Each person is responsible for his own well-being
Helping others helps yourself
Progress requires organization

By working hard everything will fall into place. The first immigrants new that they had to work hard to survive and to establish themselves as a village they had to work together. Helping others can in turn help you later on. Survival depends on quality of workers and how organized the workers are.

Religious and moral beliefs:[2]
God created nature and human beings
God created a law of right and wrong
Doing what is right is necessary for happiness
God gave men the same birthrights
America is a chosen country

[1] From the appendix: McElroy, J.H. (1999). *American Beliefs, what keeps a big country and a diverse people united.* Chicago: Dee.
[2] Please note that the religious statements are included only to give support to the moral beliefs upon which our culture is founded.

As a society, Americans have continued to believe that the Almighty God created humanity and has provided everything on Earth. Most cultural historians link the American culture to religion, since the first immigrants came here to escape religious constraints and to start their own churches. Living in the stone-age wilderness connected the first immigrants to the power of nature and led them to depend on the bounty of the land—all provided by God, as stated in the Bible.

***Social beliefs*:**
Society is a collection of individuals
Ever person's success improves society
Achievement determines social rank

Unlike Europeans, who determine their status by their birthrights, Americans earn their status by their degree of success. Everyone has the same chance at success, no matter who your family is or where they originated. We encourage young adults to leave home at 18 to start work and to earn self-respect. The working class, or middle class, continues to prove beneficial to the entire society.

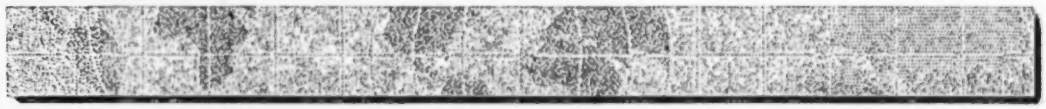
***Political beliefs*:**
The people are sovereign
The least government possible is best
A written constitution is essential to government
A majority decides
Worship is a matter of conscience

The power belongs to the people. George Washington wrote in his farewell address to the American People, "The basis of our political systems is the right of the people to make and to alter their constitutions of government," (p 169). The separation of church and state values the idea that religious beliefs are a choice and should not be governed by political leaders, such as in Europe.

***Beliefs on human nature*:**
Almost all human beings want to do what is right
Human beings will abuse power when they have it

The experience of starting over again in a wilderness unified a diverse collection of human beings. The process of coming together for a common goal of survival and freedom enculturated a certain beliefs about human nature. Americans have an acute need to get along, stemming from loneliness on the frontier and welcoming the newcomers to the Eastern shores to build community. We also feel a need to mistrust or watch over those in power. Anyone with power can become greedy; in the same regard, freedom is neither a virtue nor a vice.

CHAPTER 2 A survey of Asian, African, European, and Central and South American cultures



While it is difficult to give examples of all possible cultures represented in our country, it is important to give a general idea of the major cultural groups to reflect some common differences that may arise in our classrooms. Four major regions have been selected: Asia, Europe, South and Central Americas, and Africa. Having a basic idea of our students' backgrounds can make communication and learning easier.

Europeans hold a high regard for friendships and take a long time to solidify these relations (Hall & Hall, 1987, p. 6). It may take them a long time to allow anyone into their relationship circle or to begin new relationship in a new culture. Europe has a "vertical," or individualistic culture like the United States. People are expected to stand out from others and to value their freedom (Gudykunst, 1998, p. 48-49).

School is taken seriously and reading is a favorite past time of many children, teens, and adults. European students are usually well-organized and used to heavy course loads. They may not be used to the American school bell schedule, as they normally have breaks and are allowed to leave and return to campus as they please for lunch and extended breaks. Students pass exams regularly and must prepare for the baccalaureate at the end of high school. Without the baccalaureate, students will not be admitted to the university.

In **Asian cultures**, equality is highly valued, but little value placed on freedom. In other words, members of the culture are expected to *not* stand out as a collectivist society (p.49). Asians are expected to work for the common good, to do well, but not to "out do" the neighbor.

This collectivist cultural trait is very clear in the educational process in these countries. Students are generally very quiet, study very hard, and do not challenge the teacher. They do not respond unless called upon and interaction is minimal with the teacher due to high numbers in the classroom. Most public schools have extremely high teacher to student ratios, which does not allow for much student-teacher interaction.

African cultures have a strong sense of family and respect for elders. North African countries, Morocco, Algeria, Tunisia, and Egypt are highly influenced by Western Europe and the Middle East. The common languages are Arabic, English and French. The most popular religions are Islam, Judaism, and Christianity. Schools are strict with the students and prepare students in a similar system to that of Europe. Students must pass the baccalaureate exam at the end of their high school career and usually go on to a family business, or if possible to the university in the capital city or in a neighboring European country.

Central and South African culture is similar to the northern African culture in that family is central. In rural areas, students may have attended some school, or may not have ever been to school. Their training may be agricultural or in a trade. In the cities, schooling may be more European in style. Many times students suffer from civil unrest, such as war and coup d'etat of government officials. There may be droughts, famines, AIDS, and other severe plagues and illness.

Since there are over 3000 ethnic groups and 1000 languages accounted for in Africa, it is difficult to give a synopsis of African culture (*Encarta* 1995, Africa). Each region has unique culture, language, and religious traits. Their family or kins group remains the center of their culture, with ethnic dance, tribal language, and oral story telling being the main

features. For information about their school characteristics, I recommend researching the particular student's country.

Central and South American cultures are similar the African cultures due to thousands of years of European, African, and more recently Asian influence. Central Americans are of Native American, Mayan, and Spanish decent (*Encarta 1995*, Central America). Spanish is the dominant language, along with tribal languages and English in Belize. Central America has made great progress in recent years to develop their economies and to provide schooling, yet many school age children do not attend. In the larger cities, children do attend and eventually go on to universities. Their academic success relies heavily on which Central American country and region they came from; therefore, I again recommend researching the student's individual country to find out about their particular school situation.

South America follows suit of Central America and Africa. It is highly diverse, with the principle ethnicities being the indigenous Native Americans, and the descendents of Spaniards, Portuguese, and African blacks, as well as a combination of these (*Encarta 1995*, South America). More recently, during the early to mid 1900's, Europeans and Asians began to settle in large numbers in Brazil, Chile, and former British and French colonies. Spanish is the official language of 9 of the 13 countries. Portuguese, English, French and Native American languages are the next group of widely spoken languages. Despite the ethnic diversity and mixing, South Americans do not give much attention to ethnicity. They instead make note of economic and educational status.

It is important to keep in mind that all students are individuals. No matter what the ethnic background, each student has needs that must be met. Stereotyping and generalizing the needs of students due to "ethnic grouping" only leads to misrepresentation and

misunderstandings. Scarcella and Oxford (1992) make an important point that we, as teachers, often forget to learn about the student's culture in the rush to help the student to learn English and the American system.

We must be careful to get to know our students and their cultural backgrounds as two separate entities. Their lives may not always reflect what we may assume from our previous experiences and knowledge of that culture. Referring back to the example story, the teacher did not know that Katrinka would not take a chance at cheating.

In the example story of this handbook (Chapter 5), Katrinka's mentality allows for friends to stick together against authority. If Katrinka had been aware of the consequences before the test, she may not have asked Allen for the answers. Again, being open-minded and learning how to communicate effectively with the student and the family will allow for a positive experience for the teacher and the student.

PART II: It takes an entire school

"To honor diversity is to honor the social complexity in which we live—to give integrity to the individual and to where he or she comes from. To unify is absolutely necessary, but to insist upon it without embracing diversity is to destroy that which will allow us to unite—individual and collective dignity."

Eugene Garcia, *Student Cultural Diversity*

CHAPTER 3 Ensuring Success

Cultural diversity is a very real and present issue in our schools. According to statistics from the National Center for Education Statistics and the U.S. Department of Education (2000), American schools are educating approximately six million students who have limited English proficiency. According to 1991 predictions made by the National Center for Education by the year 2026 that number will conservatively approximate fifteen million students, or about 25 percent of the total elementary and secondary school enrollments.

Over the course of the next few decades all educators, in private and public educational sectors, will teach racially, culturally and linguistically diverse students. Consider the following statement: The changing cultural and linguistic diversity in the United States yields the following: African Americans: the largest minority group—more than 30 million, or 12 percent of the population (Wills, 1992); Asian Americans: the fastest growing minority group (Chan, 1992); Native Americans: more than 2 million, representing great linguistic and cultural diversity (Joe & Malach, 1992); Latino Americans: the largest bilingual group and the second largest minority group (Zuniga, 1992). What can we do to prepare ourselves?

First of all, we need effective teachers and learning environments. Garcia (1999) has put together a list of attributes that ensure for an effective learning environment:

1. A supportive schoolwide climate
2. School leadership
3. A customized learning environment
4. Articulation and coordination within and between schools
5. Use of native language and culture in instruction
6. A balanced curriculum that includes both basic and higher order skills
7. Explicit skills instruction
8. Opportunities for practice

9. Systematic student assessment
10. Staff development
11. Home and parent involvement

The success of the international students depends on the school's overall atmosphere. Teachers, administrators, support staff, and the community need to be "open" and "flexible" to new ideas and cultures. Teachers can have the most influence on a daily basis. Therefore, we need to be especially aware of their own behavior. A student population of increasing cultural, linguistic and poverty-stricken diversity will challenge today's educators and educators in the future.

Educational vulnerability is another issue when discussing student diversity. Historical patterns show that the Hispanic and non-white populations are considered "at-risk", meaning that they are likely to fall into the lowest quartile on indicators of "well-being": family stability, family violence, family income, child health and development, and educational achievement (Garcia, 1999). Some statistics can put this second issue into perspective. According to the U.S. Bureau of the Census report "Poverty in the United States: 1995" (from the National Center for Children in Poverty, 1995), 5 million U.S. children under the age of 18 were living in poverty. This equals approximately 20 percent of that age population. This means that 2,225,000 children 18 and under, which can be compared to the entire population of Chicago and its surrounding metropolitan area. Forty-five percent, or 1,001,250, of those children counted were nonwhite and Hispanic.

You may be wondering what this has to do with cultural diversity. To make it clearer, here is another set of statistics. The National Center for Children in Poverty projected the poverty level will more than double to approximately 10 million by the year 2026. This means that more than half, or 5 million, of the impoverished children will be nonwhite or Hispanic (Garcia, 1999).

The following table shows the projected number of children 18 years and younger:

Table 1.1 Children 18 Years-Old and Younger in Poverty, Projected to 2026

Race or ethnicity	1975	1986	1996	2006	2016	2026
Total students						
(in millions)	**12.3**	**14.2**	**16.4**	**19.4**	**23.1**	**27.9**
White, non-Hispanic	6.7	7.8	8.8	10.1	11.6	13.2
Total minority	**5.6**	**6.4**	**7.6**	**9.3**	**11.5**	**14.7**
Black	3.8	4.0	4.2	4.4	4.5	4.7
Hispanic	1.7	2.4	3.4	4.9	7.0	10.0
Total Percent of poor						
Children	**100**	**100**	**100**	**100**	**100**	**100**
White, non-Hispanic	54.8	54.4	53.6	52.1	50.0	47.2
Total minority	**45.2**	**45.6**	**46.4**	**47.9**	**50.0**	**52.8**
Black	31.5	28.5	25.5	22.5	19.7	16.9
Hispanic	13.7	17.1	20.9	25.4	30.3	35.9

Source: U.S. Bureau of the Census, *Current Population Reports*, Series P-60, *Poverty in the United States*, various years. As cited in the U.S. Department of Education, National Center for Education Statistics, 1991, *The Condition of Education*, 1991, Vol. 1, pp 200-201, *Elementary and Secondary Education*, Washington, DC: Author.

As teachers we are facing major challenges such as higher drop out rates, below average grades and performance, and eventually loss of federal and state funding. Many times the underprivileged live in metropolitan areas and in neighborhoods with lower tax bases due to lower family incomes. The schools lack the funds to provide even the basic amenities such as bathrooms supplies, lighting, heat, and paper and pencils. When schools report low-test scores for state and national testing series, they do not receive as much money or possibly nothing at all.

Last January (2002) President Bush passed the "No Child Left Behind Act" (NCBLA) in response to the high number of failing school districts in our country. Each year our schools are compared to other countries and we are falling behind in all subject areas. Bush's plan is strict and encourages educators to take responsibility for our teaching

and to be well educated to meet the needs of all students. His plan calls for rigorous testing that includes all minority students. We must prepare ourselves together to meet his goals.

It is estimated that forty-five percent of teachers in the United States work with learners of English in their classrooms (McCloskey, 2002). If we do not currently have international students in our classrooms, then we will eventually encounter them as the numbers increase each year. Awareness of cultural diversity and comprehending our roles as teachers is a good start to upholding the President's goals.

CHAPTER 4 Making adaptations

As educators it is our responsibility to meet the needs of *all* students. The needs of international students may exceed what we are used to dealing with in the classroom. We must make adaptations and push ourselves to be flexible and open-minded to new ideas.

Making adaptations means, for the most part, making changes. These changes can be as small as rearranging the classroom to engage student participation to as big as rewriting the curriculum for the entire school district to include cultural diversity awareness. If change is not rooted in the school and throughout the district as early as possible, the innovation will erode (Dwyer, 1998).

Each school district must assess the student and community population to achieve success. Each principal must assess his or her school to ensure equality for all students under his or her guidance. Each teacher must assess every class to make adjustments so that all students have an equal opportunity to learn and find success. How to go about the changes requires reflection and research.

I am not going to prescribe how to make adaptations because there are too many things to cover. In this guide I suggest many resources and have included some practical tools for getting started. It comes down to raising awareness and developing a schoolwide plan. Margo Mastropieri and Thomas Scruggs (2000) offer valuable insight to the inclusive classroom setting for special education as well as ESL programs. Their book entitled, ***The Inclusive Classroom*** Strategies ***for Effective Instruction (2000)***, is an excellent resource for ESL and mainstream classroom teachers. Mastropieri and Scruggs dedicate an entire Chapter five (pp153-169) to students who are culturally and linguistically diverse, as well as

at-risk students. They support cultural pluralism, favoring the idea of fostering different cultural groups within school settings. This honors the diversity of the students so that they do not give up their identity. The following are suggested ideas to move toward a culturally pluralistic setting:

- **Eliminate teacher bias**:
  Increase awareness of prejudices and decrease prejudices and stereotypes.

- **Eliminate curriculum bias**:
  Select curriculum to reflect diversity of all cultural groups; avoid stereotyping and overgeneralizations of cultural groups.

- **Teach about prejudice**:
  Discuss racism and discrimination; have students examine news for instances of racism; invite guest speakers; eliminate stereotypes

- **Improve group relations and help to resolve conflicts**:
  Use case studies and teach problem solving.

- **Recognize the needs of students from multiracial families**:
  Bi and multiracial people can be used as arbitrators or bridges between races.

- **Work closely with special educators to help determine limited English proficient** (LEP) **students' needs**
  Some students may have other needs that may be met through the special education program. Be sure to evaluate the student's academic and social progress to ensure that all needs are being met.

**** Consider the following when evaluating an LEP student**:

- Test scores are only single indicators of performance
- Include multiple observations of students' behaviors
- Testing by itself is insufficient for special education classification
- Obtain assistance from bilingual and cultural diversity experts
- Work closely with the families of students who are culturally and linguistically diverse to obtain the most valid and relevant information (Harry, 1995).

It is important to recognize students of diverse backgrounds and to include them in the school environment. While fostering these diverse groups, it is also imperative that we recognize each student as an individual to avoid stereotyping, which weakens cross-cultural competence. Scruggs and Mastropieri provide a basic list of ideas for general classroom adaptations for the diverse classroom (p 158).

- Create an open, accepting classroom environment to ensure that students from all cultural and linguistic backgrounds feel comfortable in class.

- Complete a needs assessment to determine the ethnic, cultural, and linguistic background of the school, students, and community. ***See Appendix C at the end of this guide for a sample needs assessment.*

- Include books and stories in your curriculum to enhance understanding of other cultures. (Kollar (1993), and Ramirez & Ramirez (1994) have developed an annotated bibliography of multicultural literature. ***See Appendix F at the end of this guide for a partial list from their bibliography.*

- Teach about sensitivity and acceptance issues.

- Adapt the physical environment, instructional materials, and evaluation procedures as needed to ensure success from diverse cultural and linguistic backgrounds.

CHAPTER 5 Behaviors

Each culture has different ideas of behavior for school, work, and play. Having several cultures in one classroom can be a haven for behavioral clashes. As educators, we need to be ready for the challenge and be open to different perspectives from the students.

Miscommunication leads to hurt feelings, disrespect, and sometimes conflict between the school personnel and international students and their families. Because of this delicate relationship, I would like to share with you an example of a cross-cultural miscommunication between two students, and eventually the student and the teacher.

Russian and American Culture: cheating during a quiz[3]

An American family adopted Katrinka Glachenkov, a student from Russia. She was very excited about going to the United States and did a lot of reading about American culture. Before her arrival to the United States, Katrinka read several books about America, its people and its culture.

Much to the teachers' surprise, she was able to take regular academic classes with some ESL support classes for speaking and listening practice. Despite her high academic level and preparation, Katrinka encountered some difficult moments during her first months at the new high school. Here is one of those moments:

Katrinka stayed up all night long working on a science project, her favorite subject. The next morning, during her Spanish class, the teacher unexpectedly announced that they were going to have a pop quiz on the material they covered in the last two classes. Katrinka was afraid that she was going to fail it as she neither did her homework nor reviewed the material from the previous class.

Allen, Katrinka's friend from the international club and also a classmate in Spanish, seemed to be unconcerned about the quiz. During the quiz, Katrinka was asking Allen for the answers to the questions that she was not sure of. However, Allen seemed to be annoyed by her questions and did not want to share his answers.

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[3] Story and analysis adapted from: Stakhnevich, Using Critical Incidents to Teach Cross Cultural Sensitivity. *(I-TESL-J)*, retrieved on November 7, 2002 from http://iteslj.org/Lessons/Stakhnevich-Critical.html.

**All names are fictional.

Katrinka's feelings were hurt. To make matters worse, the teacher, having seen what Katrinka was doing, asked her to hand in her incomplete test and to leave the class.

Analysis

What motivated Katrinka to act the way she did?
Katrinka expected Allen to help her out during the quiz because she considered him her friend.

What attitudes or values appear to be important in Russian society based on Katrinka's actions?
In Russia, friends are supposed to stick together in their battle against authority. Teachers are considered to be such authority.

Why do you think Allen behaved the way he did?
Bill liked Katrinka as a person but did not want to help her to cheat on the quiz as he considered it morally wrong.

What attitudes or values appear to be important in American society based on Allen and the teacher's behavior?
In the United States, cheating on tests is considered unacceptable and wrong. It may lead to academic dismissal. Students are supposed to get grades for what they know and not what they have copied from someone else.

What could have been done differently to avoid this cross-cultural misunderstanding?

Stewart and Bennett (1991), two prominent intercultural specialists, state that behavior is concrete but ambiguous; the same action may have different meanings in different situations, so it is necessary to identify the context of behavior and the contingencies of action before sojourners can be armed with prescriptions for specific acts. Katrinka and Allen both acted according to their cultural norms. We need to pay special attention to the actions of our students, American and international alike.

The fact that Allen hurt Katrinka's feelings is a prime example of how American students may react to other cultures; they may not understand the actions of the international students and the international students may not know what is appropriate in the American classroom. Getting to know the students' backgrounds and what typical

classroom behavior is like in their cultures may lessen the chance of misunderstandings. Helping the American students to understand the new cultures will also help to form friendships and open their minds to new ideas and perspectives.

More importantly, how the teacher behaves and reacts to cultural clashes will set the tone in the classroom. In the story, the teacher takes Katrinka's test and asks her to leave the room—further embarrassing her. While this is a natural procedure for the teacher, having a calm, flexible demeanor can help the international students to feel comfortable. The classroom guidelines need to be explained right away and examples need to be set so that the students can follow and learn to function according to the social norms of an American classroom.

With older students, prejudices may be already formed in the students' minds. As teachers and administrators, we need to set the example of welcoming and accepting the international students without bias or opinions. Again, gaining knowledge about the students' cultural backgrounds and raising awareness about culture shock should be a goal for all students and teachers alike[4]. Having a firm idea of what our American culture is about can also help us to appreciate the new cultures and understand the differences in behavior that we encounter with the international students.

One great way to learn about cultural differences is to increase your cultural awareness. There are many resources that can provide opportunities to explore and practice cultural situations. One example of these resources is a book called ***Cross Cultural Dialogues: 74 Brief Encounters with Cultural Differences*** by Craig Storti. The dialogues are meant to bring-to-life situations in which American and internationals are

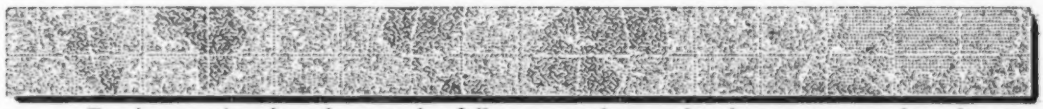
[4] Refer back to chapter 1 for ideas about American beliefs and culture.

unaware of their cultural difference. The dialogues make four important points (Storti, 1994):

1. They show that culture is real, that it actually does turn up in our behavior
2. They show, therefore, that cultural differences must also be real and that we should try to be aware of them.
3. They present some basic American cultural norms
4. They present some contrasting cultural norms of selected other cultures.

The dialogues demonstrate that our views are narrowed by our monocultured lives. Since most of us have lived in a homogeneous setting, our daily activities seem to be normal. What we don't realize is that our behaviors, innocent enough, may be of poor taste, even offensive to an international. By not expecting the international students to "act American" we begin to develop tolerance for differences and can even work toward peaceful appreciation for other cultures.

CHAPTER 6 Policies



For international students to be fully accepted at a school everyone needs to be on the same page. From the administrative levels to the cafeteria personnel and bus drivers, everyone needs to have an understanding of a multicultural campus. Traditional American school systems may have to change their philosophies to include new cultural aspects that were not present before.

Looking at demographics and recent trends in immigration, our schools need to consider revising curriculum, methods of assessment, and classroom management tactics. Schools must implement English courses for limited English proficient students. Carl Grant and Mary Louise Gomez (1996) support the idea of making schools multicultural. They offer the idea that multicultural education invites a softening of the boundaries between teacher and student, suggesting that we can all learn from each other and can teach each other.

Garcia (1999) also advocates the idea that academic success for culturally diverse students needs to be a school wide vision. Celebrating cultural diversity and optimizing the learning opportunities for all students, along with strong community ties forms a unified effort to provide a school that can successfully accept the culturally diverse student populations.

As leaders of the school community, administrators need to possess certain qualities to maintain a culturally diverse school. Administrators should have aspects of integrity, be articulate, build respect, hold high expectations, and have caring relationships with faculty

and students. They should also support programs that promote challenges and academic and social success.

It is important to remember that one of the biggest obstacles to face is attitude. If the school has an open and caring attitude toward culturally diverse students and families within the community, then learning can occur. The University of Nebraska at Kearney sets an example of building a strong, open community. Here is a list of twelve steps that their university has adapted on their campus:

1. ESL students and their families learn the culture and language of their new community and feel comfortable in maintaining and sharing their own language and cultural heritage.

2. Students and families find an educational environment that is accepting of diversity.

3. Being fluent in a language other than English is seen as Language Enhanced Proficiency (LEP) instead of Limited English Proficiency (LEP).

4. Both ESL and mainstream teachers are advocates for all students

5. School libraries and multimedia collections reflect both the cultural diversity of the school and the world into which the students will one day be living.

6. Teachers, administrators, and staff make reasonable adjustments in school procedures or functions (i.e. parent-teacher conferences, disciplinary hearings, PTA meetings, etc) in order to accommodate ESL students and their families.

7. While promoting academic excellence, teachers and curriculum specialists design lessons and choose materials that appeal to a wide variety of learning styles and linguistic levels.

8. Teachers, staff, and administrators take every opportunity to learn about the various cultures and linguistic groups in their schools.

9. Assessments of ESL students are free of cultural bias and are linguistically appropriate.

10. Close cooperation among ESL teachers, core teachers, and administrators is critical in mainstreaming ESL students.

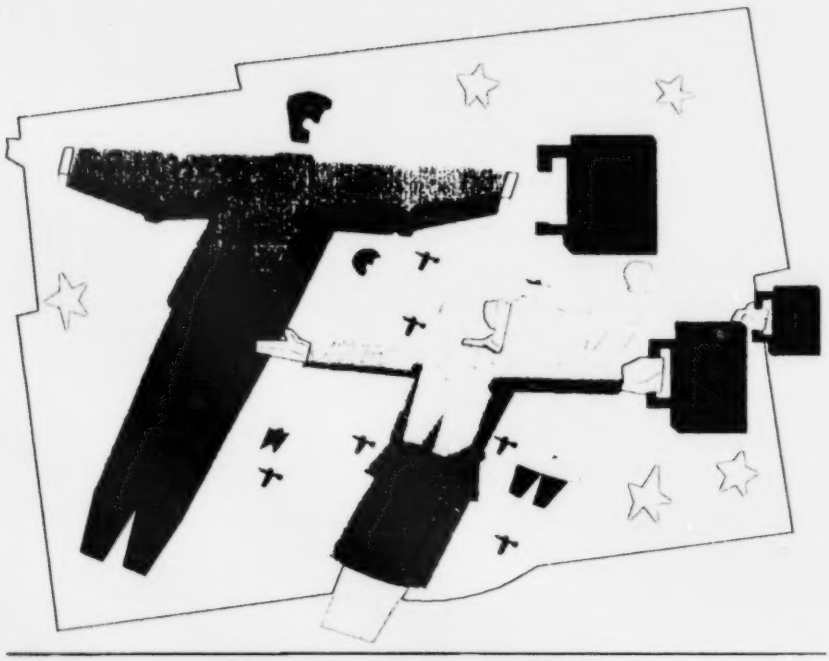
11. Extracurricular activities, (sports, dances, assemblies, etc) reflect the diversity of the community and offer genuine opportunities for ESL students to participate.

12. Issues of racism, harassment, and intolerance are confronted swiftly and directly at all levels in the school and, on an institutional level, school personnel examine policies, and pedagogical approaches to identify and address bias which may disadvantage students/parents from other cultures whose worldview may be different from that of the dominant culture.

It is important to realize that the above list is an example and a list that works for that specific campus. It is the responsibility of each individual campus to establish its own policy that meets the needs of its particular students. Every school is unique with the diversity represented on its campus. Teamwork, professional development, and adjustments to policy and curriculum show up repeatedly in the list from the University of Nebraska. Perhaps these are the key points to focus on and also expand from at your school.

Finally, it is imperative that teachers be well prepared to teach the students and to have ample opportunities for professional development. As we have seen in the example miscommunication between Katrinka, Allen, and the teacher, having resources available for support can make transitions from ESL to mainstream classes much easier. There is a lot of literature and resources to refer to make changes in curriculum and policy. Chapter seven focuses on professional development ideas and gives some examples of these supporting resources available to teachers and administrators.

PART III: Tools and resources



"If the teacher agrees to submerge himself into the system, if he consents to being defined by others' views of what he is supposed to be, he gives up his freedom to see, to understand, and to signify for himself. If he is immersed and impermeable, he can hardly stir others to define themselves as individual. If, on the other hand, he is willing…to create a new perspective on what he has habitually considered real, his teaching may become the project of a person vitally open to his students and the world…He will be continuously engaged in interpreting a reality forever new; he will feel more alive than he ever has before."

M. Greene (1973:270).

CHAPTER 7 Professional Development

Professional development is key to the success of a healthy educational environment. Staying up-to-date with current trends in education, such as technology and teaching strategies, can lead to growth and stronger educators. As noted earlier in this handbook, the statistics tell a very real story of what needs to happen for all educators.

We need skills, strategies, and insights as to best provide instruction for all students. Proper training can help to avoid and to prepare for miscommunications like Katrinka and Allen's test taking experience, as well as other communications between international families and students and the school personnel. Garcia advises that the following questions be answered to address the current status of your school environment:

On the level of professional development:
1. What resources, experiences, and structures contribute to the professional development of the school community?
2. How are they related to student achievement?

On the level of school policy:
3. How are the school's visions and missions alive in each instructor's teaching and values?
4. How are they articulated for and to each other?
5. What prevailing norms and underlying beliefs shape the roles, expectations, and standards in classroom instruction?

On the level of school and community ties:
5. How do power relationships in the educational and local community as well as in the larger society become embedded in the classroom?

Answering some or all of the above questions is just a mere beginning. Time, energy, and personal commitment are key components to teaching culturally diverse students. The personal commitment means being willing to work together and collaborate with colleagues in individual departments to revise curriculum, and also to make your

classroom a place where everyone is accepted. The administration can reflect upon the school's status and where changes and improvements need to be made.

For a more specific analysis of your current teaching philosophy I have adapted an ESL (English as a Second Language) teacher survey to fit the subject of teaching culturally diverse students. This survey aims to gather information from mainstream classroom teachers in order to assess what is happening in the classroom, and to gather ideas for changes and professional development programs. Please see appendix A, located at the end of the handbook.

There are also a number of other questionnaires and information available in the appendices. I have included the information to provide further explanation and ideas for development. Please see appendices A through G at the end of this handbook.

Further reading and useful websites

The following is a list of books that contain information about ESL teaching, trends, and activities for the classroom. These books have been chosen because they are practical references for any educator—ESL or mainstream. Hopefully they will answer questions and provide useful information and ideas for your classroom and school.

Studying American Culture

1. *The ABC's of American Culture*, Understanding the American people through their common sayings, by Stan Nussbaum

2. *American Cultural Beliefs, What Keeps a Big Country and a Diverse People United,* by John Harmon McElroy

3. *Finding Freedom*, by John Harmon McElroy

4. *Cross-Cultural Dialogues 74 Brief Encounters with a Cultural Difference*, by Craig Storti

5. *American Cultural Patterns* (2nd ed.), by Stewart and Bennett.

Working with immigrants and refugees

1. *Made in America: Immigrant Students in Our Public Schools*, by Laurie Olsen (this book is reviewed by Jacqueline Moase-Burke, *TESOL Journal* 7(5), 1998).

2. *Into, Through, and Beyond Secondary School: Critical Transitions for Immigrant Youths*, by (this book is reviewed by Barbara Fagan, *TESOL Journal* 7(5), 1998).

3. *So Much to Say: Adolescents, Bilingualism, and ESL in Secondary School*, by Christian J. Faltis and Paula M. Wolfe (this book is reviewed by Sharon Hough, *TESOL Journal* 7(5), 1998).

4. *Immigrants and Refugees: Create Your New Life in America*, by Raimonda Mikatavage (this book is reviewed by Lynda Terrill, *TESOL Journal* 7(5), 1998).

Working with English Language Learners

1. *Working with Second Language Learners: Answers to Teachers' Top Ten Questions*, by Stephan Cary

2. *Scaffolding Language, Scaffolding Learning: Teaching Second Language Learners in the Mainstream Classroom*, by Pauline Gibbons

3. *Celebrating Diversity, Building Self-esteem in Today's Multicultural Classrooms*, 75 multicultural activities to enhance self-worth, self-respect, and self-confidence by Frank Siccone

4. *Teaching With a Multicultural Perspective, a Practical Guide*, by Leonard and Patricia Davidman

5. *Closing the Achievement Gap: How to reach Limited-Formal-Schooling and Long-Term English Learners*, by David E. Freeman and Yvonne S. Freeman

6. *Authentic Assessment for English Language Teachers: Practical approaches for teachers*, by J.M. O'Malley and L.V. Pierce

7. *Language Learning in Intercultural Perspective: Approaches Through Drama and Ethnography* by Michael Byram and Michael Flemming

Helpful websites for ESL and Multicultural materials and support

1. www.tesol.org
   This is the official website of Teachers of English to Speakers of Other Languages. TESOL holds regional, national, and world conferences. This website also offers materials for sale as well as how to find institutions to further your studies in ESL and related fields.
2. www.tesol.org/assoc/k12standards
   As part of the official TESOL website, the national pre-K-12 ESL standards are available for sale or are available to download from the website.
3. www.booklink.com
   Booklink is currently a distributor for ESL materials for the following publishers: Barron's, Book Lab, Cambridge University Press, Delta Systems, Dorling Kindersley, Full Blast, Heinemann, LTP, Minerva, New Readers Press, Penguin Readers, Pro Lingua, University of Michigan Press, Walch, plus any British book in print.
4. www.heinemann.com
   This is a publishing company that has a large selection of ESL and bilingual texts and materials. You can view the table of contents and ratings for the books.
5. www.ericec.org
   The ERIC (Educational Resource Information Center) is a great online resource for articles and digests that pertains directly to the field of ESL and cultural diversity. Just type in a key word or words and find helpful articles from other educators.
6. www.iteslj.org
   This website leads to a multitude of resources for ESL and mainstream teachers. Links include teaching tips, online English practice games, and pre-made lesson plans.
7. www.nea.org
   The National Education Association offers current news and educational information for the entire country. One can find articles on current laws and legislation as well as teaching tips and stories from teachers across the country.
8. www.pde.state.pa.us
   This is the official Pennsylvania Department of Education website. Here one can find information about educational practices, events, jobs, legislation, current practices and even professional development courses being offered. This is the key website to Pennsylvania Education. Each state has a state website.
9. www.nationsonline.org
   Made to improve cross-cultural understanding and international awareness through global information.
10. www.countryreports.org
    2002 edition. Information from around the world: resources for teachers, students, business persons, and tourists.
11. http://memory.loc.gov/frd/cs/cshome/html.
    The Library of Congress Country Studies—this is an excellent site!
12. www.uky.edu/LCC/SOC/ISA/worldnations.html
    This is a collection of Internet sites and references to learn about countries of the world. It includes sites for international holidays and traditions. Great for cultural info!
13. http://ernie.wmht.org/trail/explore02.htm#culture
    Good links for multicultural curriculum resources.
14. http://www.ed.gov/offices/OESE/reference.html
    This is a desktop reference guide to President Bush's ***No Child Left Behind Act.*** Please refer to Title III for the Limited English Proficient section.

Conclusion

My wish is that this handbook raises awareness of the "new" classrooms in American schools. Diversity is a reality and the statistics tell the story. We must extend our welcome to *all* those who enter our schools and classrooms.

I do not claim to have all of the answers or to be an expert in teaching nor with making schools multicultural. I also realize that we can never be fully prepared for every situation that arises. What I do know is that the more we prepare ourselves, learn new strategies, and adapt ourselves to a flexible attitude, the easier it will be to teach the diverse student populations.

By reflecting on our own American culture, taking steps to learn about other cultures, and understanding our students' backgrounds, we can make an honest attempt to meet the needs of all students. Remember how Katrinka felt during the test and after she was expelled from the classroom. The first moments during a miscommunication can be critical. Feelings and emotions can influence opinions and trust levels. The explanation of test taking procedures is a practice taken for granted by American students. Yet, we see how others may not be aware of their actions in this standard classroom activity.

Let us not take for granted what we know. Take a look at your classroom, reflect, and use your resources. Open your minds. Awareness will help to keep our schools and nation alive over the next few decades as our classrooms become more diverse than ever before.

Appendix A *Who are my students?*

The following is a list of students that are represented in the culturally diverse classroom. They are defined so that you, the teacher, can have a better understanding of their background and former lives. Understanding their former lifestyle will help to understand their behavior and academic knowledge base.

What is an immigrant?
An immigrant is a person who leaves one country to settle permanently in another.
What is a refugee?
A refugee is one who flees, usually to another country for refuge, especially from invasion, oppression, or persecution. These persons are able to apply for protection before arrival to the protecting country.
What is an assylee?
An assylee is a person also seeking refuge from invasion, oppression, or persecution, but applies for protection upon arriving from their country.
What is an international exchange student?
An exchange student is one who applies through an academic institution to come to the United States to study for a semester, year, or four years, depending on the length of the program and the VISA status granted by their country. The most popular exchange programs are: Rotary Club, American Field Service, and any other private companies that may provide educational trips and exchanges.
Who are "at-risk" students?
Mastropieri and Scruggs (2000) offer the following explanation for "at-risk" students (p 160):
At-risk students come from diverse environments and represent all racial, ethnic, and linguistic backgrounds. They span all socioeconomic classes, although students coming from severe poverty tend to be at a higher risk than others. At-risk students are found in general education classes and may require additional assistance from teachers, and may benefit from modifications similar to those with disabilities.
The following is a list of general list of adaptations for the classroom to accommodate at-risk students:

- Remediate basic skills.
- Help coordinate services among social service agencies among the community, school, and parents.
- Inform parents about all services available, including free meals, education, health care, and mental health services.
- Provide assistance and support services of counseling and social work.
- Help arrange before and after school care and activities.
- Arrange for awareness training for personnel in your school for children at risk and at-risk factors (Heflin & Rudy, 1991).
- Consider using the adaptations for personnel for students with higher and lower incidence disabilities for students considered at risk for school failure. These include adapting the physical environment, instructional materials, instructional procedures, and evaluation procedures. **Most importantly, do not hesitate to see assistance from school administrators or other personnel when uncertain.**

Appendix B *Reflection questions for teachers and curriculum writers*

The following list of questions[5] is written to help teachers to reflect upon their teaching habits and strategies. By answering these questions, teachers can take an outsider's perspective and begin to make changes to accommodate a culturally diverse class.

1. Describe your course(s), the scope, and the overall objectives.

2. How are students placed in this course? (Who is eligible?)

3. What kind of skills would an international student need to possess to be a success in your course?

4. Are there any specific challenges that international students might face in this class?

5. Are there any specific challenges posed by the content of the course?

6. Is note-taking important? (This can be a significant challenge for students who may have little to no educational experiences.)

7. If the international student does not understand the textbook, can they seek help from an ESL teacher or parent?

8. How do you use other materials and equipment (videos, computers, etc.)?

Evaluation:
9. What kind of criteria do you use for the students' work?

10. Do you feel that the international students need more support in your classroom—possibly from an ESL teacher and or adapted materials?

11. Do you feel that your classroom allows for all students to interact on an equal basis? (Does everyone get a chance to express him/herself?)

[5] Adapted from Layzer, C. & Sharkey, J. (2000). Whose definition of success? Identifying factors that affect English language learners' access to academic success and resources. Appendix B Interview Schedule. *TESOL Quarterly*, 34(2), 368.

Appendix C *A Needs Assessment for an Educational Setting*

Here is a sample needs assessment for an educational setting taken from *Teaching Young Children in Multicultural Classrooms: Issues, Concepts, and Strategies* (p. 217), by W. R. de Melendez and V. Ostertag, 1997, New York: Delmar.

A. The Community
   1. What is the cultural and ethnic makeup of the community?
   2. What languages are spoken?
   3. What are the immediate priorities of the community?
   4. What are the main community issues?
   5. How do the community members feel toward the school, toward my classroom?

B. The School
   1. What is the cultural and ethnic makeup of the school?
   2. What is the diversity profile of the school?
   3. What attitudes do teachers and staff has toward diversity?
   4. Is anyone engaged in a multicultural program? What approaches are they following?
   5. Are multicultural programs among the school's priorities?
   6. Would the faculty, administrators, and staff support my efforts?

C. Children and families
   1. What are the families like? Socioeconomically, how are they defined?
   2. What elements of diversity are reflected in these families?
   3. What are some of the essential needs of families?
   4. What are their religious affiliations?
   5. Can I address those needs in my classroom?
   6. What are the traits that, ethnically and culturally, characterize children in my classroom?
   7. What diversity issues are unclear to my students? (For example, language differences, equality, interracial relations)
   8. How do children/students see me?

D. The classroom
   1. What are the ethnic and cultural origins of the children in this classroom?
   2. What opportunities do they have for dealing with diversity at the school?
   3. Generally, how do children interact in this classroom?
   4. Have there been any incidents because of racial or cultural differences?
   5. Are there children who tend to use racial slurs or pejorative terms against others?
   6. How do they respond when a person with given cultural characteristics comes into the classroom?

Appendix D *Teaching culturally diverse students*

SURVEY[6]

1. How many international students are in your classroom?
2. How much experience have you had with international students in your classes?
   _____This is m y first year with international students
   _____I have had international students in my classes for ___ years.
3. Do you think some subjects are easier than other to teach international students?
   If so, which ones?
4. When international students have difficulty doing well in your courses, what are some of the problems they have?
5. When international students do very well in your courses, what are some of the strategies/abilities that facilitate their success?
6. How important are the following factors for international students' success in mainstream classes?

	Not important.....				..extremely important
English proficiency	1	2	3	4	5
Adjusting to a new culture	1	2	3	4	5
Socioeconomic status of the family	1	2	3	4	5
Individual motivation	1	2	3	4	5
Previous schooling/level of schooling	1	2	3	4	5
Other_____	1	2	3	4	5

7. Which subject or skills do you think you should teach to the international students for success in a mainstream classroom?
8. Which of the following would help you most in dealing more effectively with international students?
___Better communication between parents and school
___More time to adapt regular assignments
___Techniques on how to teach content to international students
___Information about cultures represented by international students

9. In what ways do you communicate with the international student families?

10. Have you had any in-service or preservice training related to culturally diverse students?

11. If no, are you interested in knowing more about this issue?

12. If yes, what are your concerns, or even fears, about teaching culturally diverse students?

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[6] Adapted from Layzer, C. & Sharkey, J. (2000). Whose definition of success? Identifying factors that affect English language learners' access to academic success and resources. Appendix A Survey. *TESOL Quarterly*, 34(2), 366-367.

Appendix E Multicultural Literature and Activities

An annotated bibliography from Kollar (1993), Ramirez & Ramirez (1994)

Title	Subject
Best Loved Folktales of the World (J. Cole, Doubleday, 1982)	Anthology that provides stories from Cultures from all over the world (K-2).
The Chinese Mirror (M. Ginsburg, Hardcourt Brace Jovanovich, 1988).	An adaptation of a Korean folktale (K-2).
The Day of Ahmed's Secret (F. Heide & J. Gilliand, Lothrop, Lee & Shepard, 1990).	Story of a boy in modern-day Cairo (K-2).
Diego (J. Winter, Knopf, 1991)	Biography of the famous Mexican Muralist Diego Rivera (3-5).
Ellis Island: New Hope in a New Land (W. Jacobs, Scribner's, 1990)	An account of Ellis Island, and its Role in American immigration (3-5).
The Flute Player: An Apache Folktale (L. Lacapa, Northland, 1990).	Folktale of an Apache boy who learns To play the flute for a girl that has Captured his heart (3-5).
Children of Promise: African-American Literature and Art for Young People (C. Sullivan, ed. Harry N. Abrams, 1991)	This book contains a variety of stories Poems, plays, speeches, documents that describe African-American culture (6-8).
Shabanu: Daughter of the Wind (S. Staples, Knopf, 1989)	Story of a girl from Pakistan's Cholistan Desert (6-8).
Look What We've Brought You From Mexico: Crafts, Games, Recipes, and Stories And Other Cultural Activities from Mexican-Americans (P. Shalant, J. Messner, 1992)	Describes the many contributions to the United States from Mexican culture (6-8).

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FOR YOUNGER STUDENTS

- Share children's literature and stories about many cultures.
- Make a classroom "quilt."
- Develop a class family cookbook.
- Discuss foods eaten at meals by different cultural groups.
- Dress in ethnic clothing
- Wear ethnic jewelry and accessories
- Play ethnic music
- Teach ethnic dances
- Teach words and phrases from different languages.
- Invite parents in to share family traditions.
- Make illustrated family histories and post them in the classroom.

FOR OLDER STUDENTS

- Complete a class, school and community cultural and linguistic diversity profile
- Teach about inequity and individuals who have fought to combat inequitable practices
- Teach about cultural contributions: The arts, folk art, music, dances, literature, and crafts, traditions, holidays, festivals, myths, distinguished individuals and their accomplishments.
- Prepare, cook, and eat ethnic foods
- Dress in ethnic clothing
- Play ethnic music.
- Teach ethnic dances.
- Teach words and phrases from different languages.
- Bring in international newspapers or newspapers written in a language other than English.

***Keep in mind that these are suggestions and can be adapted for all levels of instruction.**

***Be creative and keep the focus on creating a multicultural environment for your school and community.**

Appendix F *Helpful Acronyms*[7]

These terms are helpful in working with ESL teachers and also knowing the laws that support and protect the international students.

BE:	Bilingual Education
BEC:	Basic Education Circular
BICS:	Basic Interpersonal Communication Skills
CALP:	Cognitive academic language proficiency'
CLD:	Cultural and Linguistic Diversity
CRA:	Civil Rights Act of 1964
DBE:	Developmental Bilingual Education
EEOA:	Equal Educational Opportunity Act of 1974
EFL:	English as a International Language
ELL:	English Language Learner
ESL:	English as a Second Language
ESOL:	English for Speakers of Other Languages
FLES:	International Language in Elementary Schools
HLS:	Home Language Survey
HILT:	High Intensity Language Training
IDEA:	Individuals with Disabilities Education Act
IEP:	Individual Education Plan
IHE:	Institution of Higher Education
IST:	Instructional Support Team
L1, L2:	First language, second language
Lau:	Lau v Nichols Supreme Court Decision
LEA:	Local Education Association
LEP:	Limited English Proficient or Limited English Proficiency
LM:	Language Minority
MEP:	Migrant Education Program
NEP:	Non-English Proficient
NES:	Non-English Speaker
NNS:	Non-Native Speaker
PDE 3044	School District Annual Report of Services to LEP students
PSSA:	Pennsylvania System of School Assessment
PHLOTE:	Primary Home Language Other Than English
RCSIA:	Refugee Children School Impact Aid
Realia:	Real stuff, concrete objects, manipulatives
SEA:	State Education Association
SLA:	Second Language Acquisition
SNS:	Spanish for Native Speakers
SSL:	Spanish as a Second Language
TBE:	Transitional Bilingual Education
Title III:	Source of federal funds for language instruction for LEP and immigrant students

[7] Partially funded through a Title III Technical Assistance Grant to Pennsylvania Department of Education 2002.

Appendix G Support Organizations[8]

The following is a list of professional organizations that support the teaching culturally diverse students. The list is provided specifically for the state of Pennsylvania, but may lead to resources for other states and countries.

ACTFL: American Council on the Teaching of International Languages
http://www.actfl.org

CAL: Center for Applied Linguistics
http://www.cal.org

ERIC: Test Locator
http://www.eric.ed.gov

MAEC: Mid-Atlantic Equity Consortium (Desegregation assistance)
http://www.maec.org

NCBE: National Clearinghouse for Bilingual Education
http://www.ncbe.gwu.edu

OCR: Office for Civil Rights
http://www.ed.gov/offices/OCR

OELA: Office of English Language Enhancement and Academic Achievement for Limited English Proficient students (formerly OBEMLA) US Education Department
http://www.ed.gov/offices/OELA

PaTTAN: Pennsylvania Training and Technical Assistance Network
http://pattan.k12.pa.us

PDE: Pennsylvania Department of Education
http://www.pde.state.pa.us

Spanish-language Resources
http://www.ed.gov/offices/OIIA/spanishresources/

TESOL: Teachers of English to Speakers of Other Languages
http://www.tesol.org

[8] Partially funded through a Title III Technical Assistance Grant to Pennsylvania Department of Education 2002.

Annotated Bibliography of sources

These are the main sources of information read and sited for this handbook. Each source has broadened my understanding of multicultural education and has shed light on how to meet the needs of international students. Maybe they can be a source of information for you too.

1. **Bennett, M.J., & Stewart, E.C. (1991).** ***American cultural patterns.*** **(2nd ed.) Maine: Intercultural Press.**

The second edition of American Cultural Patterns offers perspective on Americans living, working and visiting in international countries. By examining different points of view between Americans and internationals, the authors hope that Americans will gain a deeper understanding of their own culture. The authors discuss the issues that can arise between persons of different cultures. The American Culture is analyzed on a basis of four main points: form of activity, form of social relations, perception of the world, and perception of the self. The book also serves a purpose to people of other cultures by offering a first-hand analysis of the American culture.

2. **Blakley, J., Green, M., Gorski, P., Scott, S., Shin, G., & Stuart, D. (Eds.). (2000).** ***The multicultural resource series resources for a multicultural classroom.*** **NEA professional library.**

This is a series of two interrelated books written by the National Education Association. The first one focuses on resources for professional development. The second is geared toward curriculum development for a multicultural setting. It is an excellent resource series for K-Pre-12 teachers. Each book contains a variety of print, video, and electronic media sources, as well as organizations to contact for further multicultural development. The NEA attempts to address the issues of ethnicity, diversity, geography, sexual orientation, religion, society, socioeconomic status, and gender. It is meant to be a tool for all teachers to find activities and resources unique to a diverse classroom.

3. **Brown, G. (1998). (1998). Integrating LEP students into a school (Chapt. 11). , In J. C. Richards (Ed.), *Teaching in Action.* TESOL, Inc.**

Gavin Brown presents his case study shares the problems of integrating migrant students into the rigorous and time constraining school system in New Zealand. Students arrive with different educational backgrounds and often find it difficult to be placed into correct grade levels. Families insisted that students be placed in mainstream classes for social development, despite low English proficiency. To combat these issues, the school appointed a dean of ESOL and developed an integrated curriculum package to transition new immigrant students into the New Zealand school system. The changes resulted in fewer misplacements and happier transitions on social and academic success.

4. **Burnette, J. (1999). Critical behaviors and strategies for teaching culturally diverse students. *ERIC Clearinghouse on Disabilities and Gifted Education*, #E584.**

This article focuses on teacher behaviors and instructional strategies for culturally diverse classrooms. The relationship between the student and teacher is named "the core relationship," meaning that is the most influential aspect of their learning environment. The section on teacher behaviors provides a list of four behaviors and suggestions for teachers to gain perspective of how to act in a culturally diverse setting. The second section offers twelve strategies to help with meeting the needs of culturally diverse students. It is written very clearly and appropriate for teachers from Pre-K-12 to the collegiate level.

5. **Dare, P. (1998). The use of learner diaries and student interviews in mainstream EFL (Chap. 7). In J.C. Richards (Ed.), *Teaching in Action.* TESOL, Inc.**

Patrick Dare shares his case study of meeting the needs of culturally diverse students in a English language school in London, England. The dilemma arises in the winter months when his classes consist mainly of Swiss and Japanese students and trying to find a balance to meet the different educational backgrounds. Quality and relevance is to be taken seriously to be able to understand and meet the needs of our students: their needs,

learning styles, and their motivation. Dare used journals and student-teacher interviews to open up communication lines and was able to counter problems and student worries before they occurred due to the open communication.

6. **Davidman, L., & Davidman, P. T. (1997). *Teaching with a multicultural perspective a practical guide.* (2nd ed.) New York: Longman.**

This book takes a look at how diversity is rising in schools. It is written to meet the need for teachers to accommodate the need for teacher education programs concerning cultural diversity. A challenge is set for teachers to be ready for change and to be open minded about the changes happening in American schools. The authors aim to help teachers to identify information and tools they can use to handle the diverse students in school and in the community. They also have a strong emphasis for teachers to learn about their students' cultures. The text also provides a number of resources ranging from practical models for multicultural education to actual lesson and unit plans.

7. **Dwyer, M. A. (1998). Creating and sustaining change for immigrant learners in secondary schools. *TESOL Journal*, 7(5), 6-10.**

Creating and maintaining systems that support the integration of immigrant students into American school systems is a current problem in most major cities in America. Proper placement and instruction is a constant challenge to meet students at diverse levels. Teachers in New York decided to make changes so that minority students were no longer held back in ESL settings, but were accommodated and promoted to mainstream classrooms with success, since ESL students and parents felt that the students were in courses below their abilities. Three major steps were taken to make improvements: initiation, implementation, and institutionalization. The case study provides an example of how an entire school system can make adaptations and encourage even minority students to achieve higher and enter the mainstream classrooms.

8. **Garcia, E. (1999). *Student cultural diversity understanding and meeting the challenge* (2nd ed.). Boston, Massachusetts: Houghton Mifflin.**

Student Cultural Diversity, Understanding and Meeting the Challenge explores the social, cognitive, and communicative roots of diversity. There are five distinct parts of the book: responsive teacher theme, diversity and the secondary school student, classroom applications and strategies, focus on language, and finally the role of the family. The underlying theme is how children learn to think and communicate within their home, community and school environment." Many statistics, graphs, and charts support Garcia's work. The book is written as an upper level college textbook for preservice teachers studying. This text is easy to comprehend and contains a thorough outline of how to address cultural diversity in schools.

9. **Gibbons, P. (2002). Scaffolding language, scaffolding learning: teaching second language learners in the mainstream classroom. Heinemann: New York.**

ESL students can no longer be thought of as a group apart from the mainstream—they are the mainstream. Gibbons describes ways to ensure that ESL learners become members of the school community with language, social, and content skills that they need for success. Gibbons challenges schools to meet the challenge of its diverse students by integrating the English with the content areas of the regular curriculum. It is written from an elementary school environment, but the ideas conveyed can be easily adapted for pre-K-12 and even university level schools.

10. **Gomez, M.L., & Grant, C.A., (1996). *Making schooling multicultural campus and classroom.* New Jersey:,Merrill.**

Making Schooling Multicultural Campus and Classroom develops a comprehensive response for universities, and k-pre-12 schools to the student diversity transforming our classrooms and campuses. It is geared mostly toward the secondary and university levels. The focus is on all aspects of education—curriculum, instructional pedagogy, staff, personal awareness, and advocacy. The first part contains an overview of the history of multiculturalism in the United States. The second section focuses on general

issues of pedagogy. The third section suggests ways to revise academic subjects to include multicultural theory and practice. The fourth and final section helps perspective and experienced teachers to focus on embracing the multicultural and social reconstructionist goals and practices. It is an excellent book for preservice teachers to prepare them for the cultural diversity they will encounter in their classrooms.

11. Grant, C. A., & Gomez, M. L. (1996). Multicultural concerns and classroom management (Chapt. 7) in *Making schooling multicultural campus and classroom. Prentice Hall.* New Jersey.

Mainstream teachers are the focus of this book. Chapter seven in particular addresses how teachers can accommodate diverse students. The authors suggest the following questions to begin making changes: What is the group's history? What are the important cultural values of the group? Who are outstanding individuals who claim membership in this group? What are the group's major religions and beliefs? What are the current political concerns? What are the group's political, religious, and social celebrations? What are the educational implications of the answers to the proceeding questions? Teachers are asked to do research and do extensive reading to learn about the cultures and be able to make adjustments in the classroom.

12. Grossman, S. R. (1998). Cultural differences in conceptions of disability: Central America and the Caribbean. *TESOL Journal*, 7(5), 38-41.

Conceptualizations of special education are highlighted to raise awareness that programs, definitions, and attitudes regarding special education need to be looked at as U.S. educators' misconceptions of disabilities. The article strives to combat the idea that the problem is assumed to lie within the student and not within the system. Teachers are encouraged to reflect on cultural bias and look into the student's background before assuming there is a disability. The focus of the article is with Central American and Caribbean cultures; however, recommendations are given for U.S. educators, especially ESL teachers.

13. Gudykunst, W.B., & Kim, Y.K. (1997). *Communicating with strangers.* (3rd ed.) Boston, Massachusetts: McGraw-Hill.

Intercultural communication is the underlying focus of the book. Gudykunst presents theoretical issues of interpersonal and intergroup communication. Kim's theory of adaptation and intercultural growth are presented in the final chapters. The authors aim to present the conceptual tools to understand the process of intercultural communication. They challenge the reader to understand different cultures and backgrounds. Although the information is written on a theoretical basis, the theories are translated so that they can be understood and applied to communication situations with people from all cultures and ethnic groups. Figures and tables are included in this third edition to help clarify and summarize the material in the text.

14. Gudykunst, W. B. (1998). *Bridging differences effective intergroup communication.* (3rd ed.). Volume 3 Interpersonal Comments. Thousand Oaks: SAGE Publications.

Current research and studies provide further examples of interpersonal communication between cultures. The author focuses on providing a skills-oriented comprehensive textbook for college level students. Unlike the first two additions, this third edition expands his research of understanding group differences and also has more information on nonverbal communication. There are self-assessment questionnaires to help students to reflect on their current knowledge. At the end of the chapters there are suggestions for practical applications to help understanding of intercultural communication.

15. Hall, E. T., & Hall, M. R. (1990). *Understanding cultural differences.* Maine: Intercultural Press.

Although meant for international business travelers, *Understanding Cultural Differences* presents an analytical look at German, French and American cultural differences. The book explores the business as well as life-style differences between the three named cultures, along with interjections about other cultures to provide supporting evidence of regional culture traits. Insight and practical advice is offered to manage day-to-day

interactions at home and abroad. This book elaborates on Hall's classic studies of cultural relations. It is a solid model of cross-cultural analysis—applicable for anyone interacting within a new cultural setting at home and abroad.

16. Harper, C. & Platt, E. (1998). Full inclusion for secondary school ESOL students: some concerns from Florida. TESOL Journal, 30-36.

LEP students are compared to another group of mainstreamed students: the special education students. As numbers of LEP students continue to rise, mainstream teachers need to learn how to make adaptations. This article points out that these adaptations are many times similar to special education adaptations. Concerns for full inclusion of LEP students at the secondary level are the setting of this case study in Florida. Parents and the community raised issues about LEP students being moved from sheltered and pure ESL classroom settings to full inclusion settings before they are ready. Mainstream teachers voice their opinions and concerns for including LEP students in their classrooms. The authors challenge educators to provide a balanced support system for language development with an appropriate academic program for all students. Finally it is suggested that students, parents, administrators, and teachers must all work together for a program to be a complete success.

17. Harris, R. & Leung, C. & Rampton, B. (1997). The idealized native speaker, reified ethnicities, and classroom realities. *TESOL Quarterly*, 31(3), 543-560.

In England, TESOL practice has been mainstreamed. There is a general consensus that ESL students are linguistic and social outsiders and that there is a one-to-one correspondence between ethnicity and language. The article aims to offer an alternative account of the classroom realities in contemporary multilingual schools in England, show recent developments in cultural theory to clarify the shifting relationship among ethnicity, social identity and language acquisition, and finally question the pedagogy of the notion of 'native speaker'. It offers an inside view of how another country other than the United States is handling their increasing Limited English Proficient population. Just as in the United States, the mainstream teachers are facing the culturally diverse classroom with many questions and need for further preparation.

18. **Jaramillo, A. (1998). Professional development from the inside out. *TESOL Journal*, 7(5), 12-18.**

In order to create immigrant-responsive schools, a group of self-motivated teachers began a professional development project. The teacher group consisted of ESL and mainstream teachers working together to create curriculum and strategies effective to include immigrant students in mainstream classes. The role of bilingual teachers was examined to identify their role as L1 and L2 developers. An ongoing inquiry and collaboration to improve the school from the inside out lead to several key goals or principles: change takes time, responsiveness requires capacity, and teaching and learning are based in inquiry and reflection, and data analysis supports inquiry. Much of the project consisted of self-reflection and observation, which allowed for personal and professional growth and development. Many teachers had a whole new outlook on teaching and how much they can make a difference as community of teachers working together.

19. **Layzer, C. & Sharkey, J. (2000). Whose definition of success? Identifying factors that affect English language learners' access to academic success and resources. *TESOL Quarterly*, 34(2), 352-368.**

This case study investigated the role of teachers' attitudes, beliefs, and practices in facilitating or hindering English language learners' access to academic success and resources. The observations of mainstream teachers lead Layzer and Sharkey to focus on two concepts: academic resources and academic success of English language learners in the public high school mainstream classrooms. The concept of legitimate peripheral participation (LPP), specifically the focus on the role of social context in constructing access to resources is also used to understand the students' situation. The case study reveals that teachers' attitudes, beliefs and practices affect English language learners' in three ways: placement in mainstream classes, teacher expectations (notions of success), and classroom interaction.

20. **Mastropieri, M. A. & Scruggs, T.E. (2000).** ***The inclusive classroom : strategies for effective instruction.*** **New Jersey: Merrill.**

Focusing on diversity in the classroom, the authors present updated information about the laws, techniques, views, and strategies for special education. A variety of practical teaching and learning strategies that are relative to the tasks and academic demands of all educators, specialized and mainstream. The term "inclusive" is used to describe "mainstream" teachers and classrooms. Chapter five, "Teaching Students with Other Special Learning Needs" points out clearly that ESL students have special needs and must be given the attention necessary to ensure a sound education. It is related to the special education field in that the adaptations are very similar to adaptations for special education methods. The entire book offers sound information and up-to-date information on teaching for all teachers. It is an excellent refresher source for experienced and practice teachers.

21. **McElroy, J. H. (1999).** ***American beliefs: what keeps a big country and a diverse people united.*** **Chicago: Dee.**

Beginning with the earliest settlers of the American Colonies, the author portrays the beginnings of the American Culture as a transformation of a wilderness into a country. The book is written for all audiences, either for enjoyment about our nation's history, or for knowledge about what it was like to first settle here. The author begins most chapters with a list of beliefs and proceeds to develop those ideas within the chapters. The main idea is that a common behavior based upon principles of freedom and equality, individuality and responsibility, improvement and practicality is what makes a person an American.

22. **Milloy, M. (2002, September). To learn a language. NEA Today, September, 22.**

A leading scientist speaks out on what English-language learners need to succeed in school. Dr. Hakuta of Stamford University sheds light on what key elements are necessary to help ELL's succeed in American schools from the psycholinguistic point of

view. He weighs all options of bilingual, immersion, all English and conclude with one solution: improve schools in general. Statistics prove that ¾ of ELL's attend high poverty schools with poorly certified teachers. Students suffer despite the programs unless change happens. Hakuta's studies found that it takes four to seven years for ELL's to reach a proficient level. He promotes the idea that it takes a decent learning environment for success. Parent education and L1 literacy are also addressed.

23. Nelson, G. L. (1998). Comments on Ruth Spack's " The Rhetorical Construction of Multilingual Students », categorizing, classifying, labeling: a fundamental cognitive process. *TESOL Quarterly*, 32(4), 727-732.

The article argues points made earlier in an article by Ruth Spack that suggests that learning more about a culture can lead to generalizations. Nelson strikes back with the notion that learning about culture works to alleviate misconceptions. In an effort to prohibit misplacement of ESL students due to labeling and classifying, the author urges teachers to learn more about their students' backgrounds. Labeling hinders our expectations and general outlook of ESL students. Gudykunst & Kim are called upon to show that labeling is a natural cognitive phenomenon; yet, it is imperative that teachers view these are cultural differences and use them as assets, not hindrances in the classroom.

25. Storti, C. (1994). *Cross cultural dialogues 74 brief encounters with cultural differences.* Maine: Intercultural Press.

Cross Cultural Dialogues is an excellent source for Americans and internationals alike to discuss and work through cultural differences. The dialogues raise awareness for Americans of their own culture, but also shed some light on perspectives from other cultures. They are written for those who travel and interact with internationals, in country and abroad. The target audience is primarily Americans; however, Storti offers the dialogues to anyone who would like to experience and learn from what other cultures think and feel. The author also shares his skill of how to write cross-cultural dialogues for more personal examples.

26. TESOL, Inc. (1997). The ESL standards for pre-K-12 students. [Online version] Retrieved October 10, 2002, from http://www.tesol.org.

The ESL Standards provide a base for all ESL and mainstream teachers to develop and change curriculum to meet the needs of all students. These standards help to combat myths about ESL students and provide examples for each grade level to follow for culturally, academically, and socially appropriate activities. High standards are held for students and teachers alike, asking that native like levels of proficiency to be the number one priority. Three major goals are established at each level that promote personal, social, and academic achievement in English: 1) to use English to communicate in social settings, 2) to use English to achieve academically in all content areas (MAINSTREAM CLASSROOMS), 3) to use English in socially and culturally appropriate ways.

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